

*Never Good Enough?*

**An Honors Thesis (HONR 499)**

**by**

Daniela Sorrell

**Thesis Advisor**

Jennifer Haley

Signed

**Ball State University**

**Muncie, Indiana**

May 2015

**Expected Date of Graduation**

May 2015

Undergrad  
Thesis  
LD  
2489  
.24  
2015  
5698

## Abstract

Perfectionism comes in a variety of forms. At times it can be beneficial to a person's level of achievement, but often, it can be a large obstacle standing in the path of success. Far too often, in academic settings, students with high standards and students who struggle are thought of as mutually exclusive groups. This, however, is not the case. By presenting a collaborative in-service at our own Ball State Learning Center and crafting a research paper, I aim to educate my peers about the many faces of perfectionism. The Learning Center in-service and accompanying research and analysis of perfectionism sheds light on one of the most often misunderstood character traits.

## Acknowledgements

I would like to thank the staff of the Learning Center for allowing Becca Byers and me to put together an in-service for our peers. My thesis advisor Jennifer Haley deserves many thanks in particular. Her help and support in this process of creating the in-service and constructing this thesis paper were instrumental.

I would like to thank Becca for collaborating with me on the Learning Center in-service.

I would like to thank Jacob for his unending support.

### Author's Statement

The Learning Center at Ball State works with clients of all ability levels in a variety of subjects. From calculus and physiology to foreign language and history, the tutors found on the third floor of North Quad excel in their respective subjects and work diligently to share that understanding with clients. Before being released to tutor, students working in the Learning Center must complete introductory training that includes quizzes, interactive modules, and observations of their peers. The required training provides tutors with a national certification through the College Reading and Learning Association (CRLA). Training is earned on three levels: Regular Tutor, Advanced Tutor, and Master Tutor. Even after they begin working with clients, tutors continue their professional development by undergoing formal evaluations, taking time to do self-evaluations, and attending paid in-services that cover a wide range of topics. As a tutor ascends through the training levels, he or she can elect to lead an in-service for other students. As part of my level three training to become a Master Tutor, I decided to pursue the idea of leading an in-service, and I ended up collaborating with a coworker. The DVD of the in-service is included.

After four semesters of working at the Learning Center, I had developed good strategies for how to handle emergency scenarios, work with students with disabilities, create study guides, and craft a strong resume. There was, however, a facet that I felt was lacking. When it came to working with students who were struggling with material, I felt very equipped to handle the situation and create a plan to meet the students' needs. The uncertainty lay at the other side of the spectrum. How was I to work with the students who seemed to understand the material in their classes but were simply never satisfied with their performance? Was there anything hindering me

from doing my best job as a tutor? One final personal question remained: could I find some healing in this learning process?

As a self-proclaimed perfectionist, I am very familiar with the uncomfortable gnawing sensation that grows somewhere around my left ventricle when I do not perform as well as I hope to. I know what it is like to get over one hundred percent on a test and only reach the edge of satisfaction. I am also well aware that my insecurities, frustrations, and stresses are often pushed aside because I often hear comments such as, “Aren’t you graduating magna cum laude? Why are you so worried?” Somehow, hearing, “You have a 99.99% in the class. Stop worrying!” does not soothe my soul in the way that the speaker intends it to. I bask in the warm glow of extra credit, setting test curves, and raising my hand when the rest of the class remains silent. Perfection is a challenge, and I am not one to back down from a fight with a worthy opponent. Perhaps, I thought, this research project would shed some light on my life, and sharing my findings would illuminate the path for others.

Educating and collaborating have always been favorite activities of mine. Putting together a Learning Center in-service with my tutoring co-worker Becca Byers was a great meeting point between these two passions. The research for this project came largely from academic articles found in the many databases provided by Ball State Libraries. There was a surprising amount of overlap of information between Becca’s work on low motivation and my work on perfectionism, and we were eager to share our findings with the rest of the Learning Center.

On February 6, 2015, at 2 p.m., Becca Byers and I began presenting our fifty-minute in-service to an audience consisting of about ten tutors and the three coordinators at the Learning



Center. After a quick introduction and ice breaker activity to get everyone comfortable with each other, Becca presented her informative findings on low motivation. After about 15 minutes of her presentation, it was time for a crash-course in perfectionism. I took a more out-of-the-box approach to capturing the audience members' attention. Instead of starting by talking about neurotic perfectionism, I demonstrated it. I complained about the lack of symmetry on my slide and I announced defeatedly that I could not go through with my presentation. After a moment of feeling the slightly amused but mostly confused looks of my peers, I let them in on the trick: "That is what perfectionism can look like," I explained. From there, I brought the audience into the world of perfectionism. First, we examined, compared, and contrasted two main types of perfectionism (normal and neurotic). Next, they listened as I gave some suggestions on how to support and encourage perfectionists, and we also collaborated as a group to come up with more strategies and share anecdotes from tutoring. As a concluding activity, the audience had a chance to put their new skills to the test by taking on a couple of case studies.

The discussion that blossomed during the in-service was rich and thought-provoking. Several students opened up about their own struggles with trying to meet their own impossible standards. One tutor discussed how she had had a client who would fixate on different aspects of her performance and that this inservice had given her a little more insight into that client's world. Overall, the members of the audience came away from the in-service with a new perspective on what it means to be a perfectionist and how perfectionism can masquerade as low motivation or poor study skills. The tutors knew that they would feel confident referring their clients to other Ball State services if perfectionism were getting in the way of their success in school and life.

We discussed both the Ball State Counseling Center and Ball State Disability Services as possible places where students could go for help. The Counseling Center is, of course, a safe place for students to better their psychological well-being, and many of our tutors had previously recommended that clients visit there. The Ball State Disability Services office was lesser known, and it was wonderful to share with the tutors that students are able to get testing accommodations through that office. Having extra time or reduced distraction during tests could be exactly what a perfectionist needs in order to feel like he or she will be able to perform best on a test.

At the end of the in-service, Becca and I presented two paragraph-long case studies for the groups to discuss. Each dealt with the profile of a made-up student who exhibited traits of either low motivation or neurotic perfectionism, and it was up to the audience to decide what was likely plaguing the “student” and what strategies could be used to help him or her. This allowed the audience to take on an active role and put into use what they had learned in the in-service. The opportunity to put these skills to use in a safe environment was a great way to practice them before using them in an actual tutoring session.

A major point that I made at the end of the inservice was, “You are not your successes, and you are not your failures.” This wisdom was imparted upon me by Ross Stackhouse, a mentor in my own life. This idea relates beautifully to perfectionism, where the line between a person’s intrinsic worth and that person’s ability to perform becomes blurred. In the attached reviews that Becca and I received at the end of our in-service, some students noted the freeing potential in those eleven simple words.

The whole in-service was a success, and, somewhat surprisingly, I was satisfied with my performance overall. For me, the topic of perfectionism extends further than the research I have

done or the presentation I have given; in a lot of ways, it is my life. It was nerve wracking to feel so vulnerable in front of a group of people. As I shared what perfectionism can look like, I felt that I was revealing pieces of myself to the audience, whether they realized it or not. As I shared tips and strategies to soothe perfectionists, I was also teaching myself how to relax and let go of the need to be perfect. Researching for this presentation was not a simple process of sifting through databases and articles; it was a face-to-face confrontation with my own personality spelled out on pages upon pages of academic literature. It was uncomfortable to confront myself, but refreshing to realize that I am not alone in dealing with never feeling good enough. Presenting was not only a chance to teach, but it was also a cathartic experience in which I was able to put perfectionism out in the open for all to see.

## Research

Perfection is not a viable endpoint. “To be perfect would require an individual to be an automaton without charm, without character, without vitality, and almost without any redeeming qualities” (Pacht 386). Although many people recognize that imperfection leads to individuality, to a perfectionist, imperfection is a state to be avoided at all costs. According to the Merriam Webster dictionary, perfectionism is “a disposition to regard anything short of perfection as unacceptable; *especially* : the setting of unrealistically demanding goals accompanied by a disposition to regard failure to achieve them as unacceptable and a sign of personal worthlessness.” Perfectionists are rarely satisfied by anything less than the utmost level of performance, and even then, they may still feel like they are falling short when their best does not meet their impossibly high standards.

While often thought of as a one-dimensional entity, perfectionism actually manifests itself in a variety of ways. “Perfectionism is a multidimensional phenomenon with many facets-- some of which are positive, some of which are negative (Stoeber 315). The notion that perfectionism comes in a variety of “flavors” is a relatively new one. Up until the 20 years ago, research treated perfectionism as a negative character trait that always manifested itself in the same ways. The truth is far more complicated. At the beginning of the 1990s, two separate research groups showed that perfectionism is multifaceted (Stoeber 297). Two distinct types of the trait emerged: “a positive form labeled ‘normal perfectionism’ in which individuals enjoy pursuing their perfectionistic strivings and a negative form labeled ‘neurotic perfectionism’ in which individuals suffer from their perfectionist striving” (Stoeber 295).

In a school setting, normal perfectionists are likely to be the overachievers, valedictorians, and curve setters. It is very likely that they will receive good grades and perform well in class. Their desire to excel serves as a dangling carrot, forever pushing them to try harder to do better. As a result, normal perfectionists are often highly motivated individuals. Although they can be very hard on themselves, perfectionism is a driving force, and the overall trend is positive. Normal perfectionists tend to recognize a job well done and be satisfied with it. Their outlook is optimistic, they focus on their strengths, and they seek to better themselves. In a school setting, normal perfectionism is likely to manifest itself as an asset. In short, normal perfectionism is a far cry from the neurotic perfection that cripples people. It is a mostly healthy process of striving for excellence (Pacht 386).

Despite the fact that, “Traditionally, perfectionism has been associated with psychopathology, with psychodynamic theory stressing that perfectionism was a sign of a neurotic and disordered personality” (Stoeber 296), students who fall into the normal perfectionist variety are more likely than their neurotic perfectionist counterparts to have a positive self concept and a healthy way of handling stress. There is also evidence to suggest that they may be more likely to achieve their goals. “...Perfectionism may predict progress in attainment of important personal goals and decreases in negative affect” (Stoeber 314). Normal perfectionists recognize a job well done and can be pleased with it (Pacht 386).

Because normal perfectionism is not considered to be a damaging personality trait, some researchers have rejected the use of “perfectionism” to describe it at all. Asher Pacht writes, “The insidious nature of perfectionism leads me to use the label only when describing a kind of psychopathology” (Pacht 387). In other words, according to this school of thought, the character



trait of having exceedingly high standards should only be called “perfectionism” when it has damaging effects. The rest of this examination will focus specifically on neurotic perfectionism, which may also be labeled simply as perfectionism.

Neurotic perfectionists may look like slackers and unmotivated procrastinators at first glance. Instead of letting attaining perfection serve as motivation, the need to be perfect serves as an ever-present reminder to neurotic perfectionists that they will never be good enough. Instead of pushing towards success, this type of perfectionist runs from the possibility of failure. The idea of falling short is so overwhelming that they may put off starting on work or avoid doing tasks altogether (Brophy 2). In addition, students who struggle with neurotic perfectionism often assume that everyone will judge and criticize them as harshly as they judge and criticize themselves.

“Fear of failure (or of blame, rejection, or other anticipated social consequences of failure)

can be destructive to achievement motivation, especially if it is powerful and persistent.

Victims of such fear typically try to avoid or escape as quickly as possible from achievement situations in which their performance will be judged according to standards of excellence” (Brophy 1).

As a result, anxiety can show up (“Helping” 1). In a classroom, performance anxiety can be a great hindrance for students. It can keep them from demonstrating their intelligence on assessments, in assignments and through presentations and projects.

When perfection becomes an obsession, there is a real possibility that it can contribute to other major mental struggles. Article after article warns of the dangers of perfectionism. One



researcher noted, “Studies with clinical populations found elevated levels of perfectionism in clients diagnosed with depression, obsessive-compulsive disorder, and eating disorders” (Stoeber 296). Another referred to pamphlets published by the university of Texas who warn of the aforementioned dangers of perfectionism, but add on “insomnia, pessimism, and sometimes immobilization” (Keeva 80). Others still have compiled even longer lists, detailing the dangers linked to perfectionism:

“Perfectionism is associated with... alcoholism, erectile dysfunction, Munchausen syndrome, irritable bowel syndrome, depression in children and in adults, anorexia, obsessive compulsive personality disorders, abdominal pain in children, dysmorphophobia, writer's block, ulcerative colitis, chronic olfactory paranoid syndromes, and Type A coronary-prone behavior” Pacht 387.

This is not to say that there is a causational relationship between perfectionism and negative disorders, but there is, without a doubt, a strong correlation between the two.

Along with facing the risks of encountering any one of numerous disorders, neurotic perfectionism can cause students to struggle with a variety of emotions and desires on a day-to-day basis. These include but are not limited to: setting absurdly high expectations, self worth based on productivity and accomplishment, all-or-nothing evaluations, difficulty enjoying success, procrastination, and extreme disappointment in oneself (Brophy 1). These tendencies and negative feelings can impede a student’s ability to handle the stresses of school effectively, and they can also spill over into a student’s personal life, causing them undue stress and pressure on themselves.

A common theme in perfectionism is the setting of impossibly high standards. “Neurotic perfectionists... demand a higher level of performance than it is possible for them to obtain” (Pacht 386). For a student this could mean that he expects himself to finish a high-quality, ten-page paper in only a matter of hours. Outside the classroom, a person could set high expectations for herself in relationships by making her goal to never ask for help from a significant other. Both scenarios are dangerous and both come from the mentality that only the most demanding goals are worth setting. Unfortunately for neurotic perfectionists, trying to give one-hundred-perfect effort in all situations all the time is exhausting and frustrating. Succumbing to the very normal reactions of exhaustion and frustration, in turn, makes a perfectionist feel weak, and therefore like a failure.

This “all or nothing” mentality is very prevalent in neurotic perfectionists. A student with this mentality will view anything that falls short of perfection as failure. “The real tragedy lies in the fact that, for the perfectionist, achieving 95% or even 99% of the goal is usually seen as a failure because it is not perfect” (Pacht 387). For example, if a student with this outlook takes a fifty question test and gets forty-nine question correct, she will fixate on the one question she got incorrect. This obsession with perfection is harmful and can be compared to the obsessions and compulsions of people who have Obsessive Compulsive disorder. Outside of flawlessness, there is no “good enough.” This means that a sense of peace will evade perfectionists because, “For perfectionists, only the extremes of the continuum exist—they are unable to recognize that there is a middle ground” (Pacht 387). This black and white, pass/fail, all-or-nothing mentality is overly demanding and largely unattainable.

Even when perfection is reached, a neurotic perfectionist is unlikely to enjoy it. This type of perfectionism does not see achievement as a laudable occasion but rather as the absolute minimum that must be accomplished. If perfection is the standard, then excellence is average, and overachieving is the only way to ever come close to feeling like a performance has been good enough. In his mind, there is always more that a perfectionist should have done, and “These distortions, along with the sets of rigid goals that perfectionists establish, doom them to a life of unhappiness unless, in some way, the learned patterns of behavior can be unlearned” (Pacht 387).

As alluded to in the previous quote, perfectionists are not cursed to walk the Earth in a state of perpetual dissatisfaction. In fact, there are a number of strategies that can be used in order to minimize the damaging effects of perfectionism. There are many tools that can also help perfectionists cope when their personality becomes overwhelming.

Any effective strategy starts with a foundation of good communication and information. Educating about perfectionism is the first step, because it is important that people understand that perfectionism can make them hypercritical of themselves and others (“Helping” 1). The old cliché quote, “Knowledge is power” rings true. In order to prepare to do battle with the dangerous enemy of perfectionism, a person must know it well. A person must work to counteract the negative self-talk, hypercriticism, and all-or-nothing mentality of perfectionism. Two effective means of doing this are using positive self talk and gaining perspective.

Positive self talk is an antidote to the negativity and pessimism of neurotic perfectionism. It consists of simply replacing hypercritical thoughts: “I’m a failure because I didn’t get an A,” with thoughts that build a person up: “I put so much effort into this project, and I learned more

than I thought I would.” Even if a person “doesn’t believe these statements right away, enough repetition will turn positive thoughts into a habit, and help crowd-out the negative self-talk” (“Helping” 1). Optimism, like pessimism, is a habit. The process of changing habits can be long and difficult, but in this case, it is well worth the effort.

Along with positive self talk, gaining perspective is an excellent tool for perfectionists to implement. Many perfectionists “...tend to ‘catastrophize.’ Mistakes or imperfections are seen as more terrible than they really are” (“Helping” 2). If we return to the idea of the all-or-nothing mentality, perfectionists are very prone to feel like failures if they do not meet their absurdly unattainable standards of perfection. “Despite their striving they find it impossible to be perfect and, as a result, spend a lot of time wallowing at the low end of the continuum” (Pacht 387). One way to gain perspective is to think of examples of other people who have bounced back from difficult situations. Then, a person can draw the comparison: “If someone else can survive and thrive after a much more difficult situation, I can too” (“Helping” 2).

One of the most important lessons that a perfectionist can take to heart is that his or her worth as a person is not decided by his or her ability to succeed. It is hugely important that perfectionists be able to separate what they accomplish (or do not accomplish) from who they are. This, of course, is easier said than done. Through support and encouragement, however this mentality that plagues many perfectionists can be changed. For tutors, it is hugely important that they avoid general praise such as “You’re so smart. You’ll do well on this test!” Although positive sounding, this sort of compliment is dangerous when inverted. Additionally, it is an empty promise. Tutors have no way of knowing with perfect certainty that their clients will do well on tests. From praise such as this, the perfectionist would get this message: “If I don’t do

well on this test, I am not smart.” This “compliment” ends up being one more standard that the perfectionists feel that they must live up to. To remedy this, praise should be specific and focus on hard work and doing one’s best instead of linking clients’ personality traits with their abilities to succeed. A better compliment would be this, “You have put a lot of work into learning this material, and that’s great. You gave very detailed answers to these homework questions.” Praise is a very powerful tool, but it must be used correctly.

In conclusion, perfectionism is a multi-faceted beast with the potential for positive impact in a person’s life. Often, however, perfectionism can be the exact opposite of what a person needs to succeed. High standards can push a student to maximize his or her potential, but they can also make a student feel overwhelmed and incapable of succeeding. Awareness and support are two great tools with which to fight perfectionism. The more that one learns about the many sides of perfectionism, the better equipped he or she is to face it. The more support and understanding that a perfectionist receives, the better off he or she is.

## Procrastinators to Perfectionists

By: Jessica Myers & Daniela Sorrell

## Icebreaker!

**Yellow:** If you were a leprechaun, what would be your lucky charm?

**Pink:** Coordinators: Jenny, Robert, Gary. Of these three which would you pie in the face? Give a hug? Take to an amusement park?

**Red:** If you were to be reincarnated as a Starbucks drink, which would it be?

**Orange:** Who would be your celebrity grandparents?

**Other Colors:** Pick a question: What is your catch phrase? What is your life motto? What is your #1 tip for other tutors?

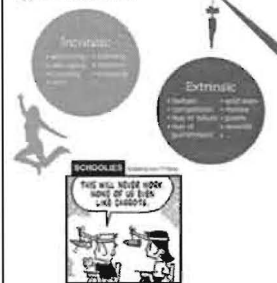
## What do YOU think?

What does being a procrastinator mean?

What does being a perfectionist mean?

How have you seen these habits in clients or in yourself?

### Types of Motivators



## Quick Guide to Motivation

- "Motivation: a stimulus that moves a person toward a goal, an incentive to act in a certain way, a need that causes a person to act, or the drive to attain a goal or perform at a certain level."

## B-O-R-E Model

How Students Decide How Much Effort to Use

**Benefit** What is the reward for performing the task? Is the reward internal; the satisfaction of a job well done, or is it external: a tangible benefit, public recognition, or financial pay-off?

**Odds** What is the likelihood of performing the task well? Can I calculate my chances of success based on other experiences?

**Risk** What are the consequences of not performing well? If I do not perform well, will other people know about it (how public is the performance)? Are the risks sufficiently "bad" to be avoided?

**Effort** Based on the balancing of potential rewards, chances of doing well and impact of not performing well, an individual makes an effort calculation.

Source: Bill Hendrickson, Academy for Academic Leadership

## Causes of Low Motivation

- Fear of Failure
- Low self-esteem
- Depression
- Lack of Interest
- Overwhelming Stress
- Procrastination Habit

Source: MySahana.org



## Cause: Fear of Failure

### What it is

- Avoid work because not trying is better trying and not succeeding
- Crossover with perfectionism

### How to Help

- Scaffold Method
- Encourage (Appropriate Amounts of) Failure
- Set Realistic Expectations
- Provide multiple practice opportunities

## Cause: Low Self-esteem

### What it is

- Deflect "blame" onto missed deadlines, minimal effort

### How to Help

- Hold client accountable
- Start with what they know
- Build them up

## Cause: Depression

### What it is

- Lack of interest
- Goes beyond academics
- Missing classes and appointments

### How to Help

- Remember you're not a counselor
- Direct to Counseling Center or Health Center

## Cause: Lack of Interest

### What it is

- Required Class
- Boring class format

### How to Help

- Tell them why you think it's important
- Suggest a study reward system
- Create real world examples
- Connect personal interest
- Show ENTHUSIASM!

## Cause: Overwhelming Stress

### What it is

- Multiple Priorities
- Poor time management
- Don't know where to start
- Avoid starting
- Lack of sleep

### How to Help

- Make a plan for each session
- Make a plan for the semester
- Show the value of the course
- Direct to Study Strategies
- Break into smaller tasks



## Cause: Procrastination

### What it is

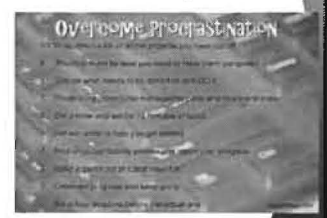
- A habit
- Poor time management
- Often, a result/combination of other causes

A Joy in the Life of a Procrastinator.



### How to Help

- Determine why



## The 7 C's Motivation Model

- Clarify expectations on the first day by communicating to students. (AKA Set goals for each session.)
- Create active hands-on and brains-on learning opportunities for students.
- Connect personally with students by being approachable so they will want to interact with you. Be friendly and encourage questions, drop the "veil of perfection" and discuss your own experiences as a student, particularly your mistakes and fears. Model self-assessment by discussing situations you could have handled better. Talk to students about how to handle difficult discussions with patience.
- Consider the students' novice level and have realistic expectations about their capacities.

Source: Bill Henderson, Academy for Academic Leadership

## 7 C's (continued)

- Be civil and congenial with students—be upbeat, positive, enthusiastic and courteous in your interactions with everyone in the academic environment.
- Provide continuous contact with the student. One strategy for maintaining contact is to ask students to keep a log of unanswered questions/issues that arise during the week. Schedule a regular meeting time with the students.
- Communicate by explaining concepts at the student's level of understanding. Use practical, everyday examples, diagrams and even hand-drawn sketches to illustrate the key points and frequently check with the student to make sure your explanations were understood. Use door-openers such as the following to check students' comprehension: "I need to get some feedback from you to help me understand if I have done my job and helped you. Why don't you be the teacher and explain to me how we want to handle the next step in this procedure?"

Source: Bill Henderson, Academy for Academic Leadership

--> Onward to Perfectionism! --->

Have you ever encountered clients who...

- Are very angered by mistakes?
- Get frustrated easily when learning?
- Rewrite, rewrite, rewrite until it's "good enough"?

Or maybe, this sounds like you.

(Please fill out your little quiz.)

## "I just have to get this right!"

### Normal perfectionists

- Satisfied with a job with their efforts well done because it's "never good enough."
- Work towards excellence
- Focus on strengths weaknesses

### Neurotic

- Never satisfied
- Run from failure
- Focus on

## Possible Effects of Perfectionism:

### Normal

- High motivation
- Good grades
- Positive self-concept

### Neurotic

- Depression
- Performance anxiety
- Social anxiety
- Writer's block
- Extreme compulsiveness

"Problematic Perfectionism," by Steven Keeva (1998)

## What might you see?

- Impossibly high standards: "I'm going to finish this paper in two days!"
- Self worth based on productivity and accomplishment: "If I fail, I'm a failure."
- All-or-nothing evaluations: "It's either perfection or failure."
- Difficulty enjoying success because it is merely what is expected
- Procrastinating on work that will be judged
- Other assignment struggles because the work must be perfect from beginning to end

Paraphrased  
Original credit to (Pacht 386-390) via Perfectionist Children by Jere Brophy

## Unexpected overlap

Perfectionism can masquerade as chronic underachievement.

Everybody: WHAT?

Fear of failure = Procrastination

## So, what can we do?

1. Be open about your own struggles, failures, and mistakes.
1. Teach positive statements.
1. Help your client gain perspective.
1. Praise!
1. Refer them to appropriate campus resources.  
(For example, the Counseling Center or testing accommodations through DSD)

Remember: You are not your successes, and you are not your failures.

Tips inspired by Anxiety BC resources

## Let's hear from you!

- Which of these tips have you seen?
- Which are most useful?
- What ideas would you like add?

## Now it's your turn!

- How would you characterize each student?
- Which strategies would you use to help them?

This is Taylor's 2nd time taking the class. He feels like he should know the terms and concepts by now. He is still struggling but doesn't make time to study.

Jordan is in two high level language classes at the same time. She works a lot of hours, has little time to study, and she is struggling to feel competent in her classes. She feels like her professors are going to judge her for not doing as well as she wishes she could. She feels at ease during tutoring sessions but very nervous during class.

You tutor Italian 202. One student is a freshman who tested into the course and is excited but not used to college courses. One student is a senior who needs this last language course to graduate and feels they have no use for Italian. Even though they are learning the same course material, how would you help each of them?

## The End

Don't put off filling out your surveys, and remember they don't have to be perfect.

THANKS!

# In-Service Evaluation: Procrastinators to Perfectionists: Working with Different Motivation Levels

2/6/2015

Name \_\_\_\_\_

Desk you work for: W & H

1. Please describe any information/skills that you learned today that you will be able to use with your clients:

All sorts of stuff! Useful tips for working w/clients, not just those who are perfectionists or procrastinators.

2. What was your favorite part of the in-service?

The packets, as I will be able to take all this great info with me!

3. Was there anything about today's in-service that you did not find useful and/or interesting?

Nope! It was all useful and/or interesting.

4. Please list some suggestions for topics for future in-services:

when to be firm with clients who are troublesome

I'm a perfectionist with a procrastinator complex. Some day I'm going to be awesome.



# In-Service Evaluation: Procrastinators to Perfectionists: Working with Different Motivation Levels

2/6/2015

Name \_\_\_\_\_

Desk you work for: \_\_\_\_\_

SH

1. Please describe any information/skills that you learned today that you will be able to use with your clients:

Building on information that the client knows

2. What was your favorite part of the in-service?

Group activity / Discussion

3. Was there anything about today's in-service that you did not find useful and/or interesting?

4. Please list some suggestions for topics for future in-services:

Helping Extremely lost  
students.

I'm a perfectionist with a  
procrastinator  
complex. Some  
day I'm going to  
be awesome.





# In-Service Evaluation: Procrastinators to Perfectionists: Working with Different Motivation Levels

2/6/2015

Name \_\_\_\_\_ Desk you work for: Math

1. Please describe any information/skills that you learned today that you will be able to use with your clients:

I learned information that is very applicable to my clients. I learned how important it is to build off of what students already know. It is also valuable to talk about making mistakes in a positive way.

2. What was your favorite part of the in-service?

"You are not your successes, and you are not your failures."  
This was my favorite quote from the in-service. It is important to put things in perspective.

3. Was there anything about today's in-service that you did not find useful and/or interesting?

This was a very useful in-service.

Thank you!

4. Please list some suggestions for topics for future in-services:

Resume advice would be helpful because I did not get a chance to attend this last time.

I'm a perfectionist with a procrastinator complex. Some day I'm going to be awesome.



# In-Service Evaluation: Procrastinators to Perfectionists: Working with Different Motivation Levels

2/6/2015

Name \_\_\_\_\_

Desk you work for: S/H

1. Please describe any information/skills that you learned today that you will be able to use with your clients:

I have a lot of clients who are procrastinators, so I learned a lot of motivational tricks such as showing the client what they do know.

2. What was your favorite part of the in-service?

My favorite part was learning how to help both types of clients as I sometimes feel ~~stuck~~ stuck working with those on both ends of the spectrum.

3. Was there anything about today's in-service that you did not find useful and/or interesting?

no - it was all useful and interesting :)

4. Please list some suggestions for topics for future in-services:

successful tutor  
strategies

how to work with  
clients who are non-  
traditional college  
- clients who may  
have different  
learning expectations

I'm a perfectionist with a  
procrastinator  
complex. Some  
day I'm going to  
be awesome.



somercards  
www.somercards.com

# In-Service Evaluation: Procrastinators to Perfectionists: Working with Different Motivation Levels

2/6/2015

Name \_\_\_\_\_ Desk you work for: Success Strategies

1. Please describe any information/skills that you learned today that you will be able to use with your clients:

Methods for different levels of motivation - encouraging practice, set fake deadlines, using real-world examples, being open about own strengths + weaknesses.

2. What was your favorite part of the in-service?

Learning about different types of perfectionism - very applicable to clients + myself.

3. Was there anything about today's in-service that you did not find useful and/or interesting?

No - all very interesting and useful for clients as well as real life.

4. Please list some suggestions for topics for future in-services:

maybe less bullet points on slides

I'm a perfectionist with a procrastinator complex. Some day I'm going to be awesome.



# In-Service Evaluation: Procrastinators to Perfectionists: Working with Different Motivation Levels

2/6/2015

Name \_\_\_\_\_

Desk you work for: S/H

1. Please describe any information/skills that you learned today that you will be able to use with your clients:

I have a lot of clients who are procrastinators, so I learned a lot of motivational tricks such as showing the client what they do know.

2. What was your favorite part of the in-service?

My favorite part was learning how to help both types of clients as I sometimes feel ~~stuck~~ stuck working with those on both ends of the spectrum.

3. Was there anything about today's in-service that you did not find useful and/or interesting?

no - it was all useful and interesting :)

4. Please list some suggestions for topics for future in-services:

successful tutor strategies

how to work with students who are non-traditional college students who may have different learning expectations

I'm a perfectionist with a procrastinator complex. Some day I'm going to be awesome.



somercards  
use card



# In-Service Evaluation: Procrastinators to Perfectionists: Working with Different Motivation Levels

2/6/2015

Name \_\_\_\_\_ Desk you work for: W-L

1. Please describe any information/skills that you learned today that you will be able to use with your clients:

Procrastination is a huge thing for Spanish vocab  
- verb learning, so using these tactics would be great

2. What was your favorite part of the in-service?

I like Starburst.

And applying these tests to my own life!

3. Was there anything about today's in-service that you did not find useful and/or interesting?

No, no it was all really great!

4. Please list some suggestions for topics for future in-services:

Something about GPA,  
focusing on helping  
students struggling with  
their major vs. core  
courses

I'm a perfectionist with a  
procrastinator  
complex. Some  
day I'm going to  
be awesome.



somercards  
used cards

# In-Service Evaluation: Procrastinators to Perfectionists: Working with Different Motivation Levels

2/6/2015

Name \_\_\_\_\_ Desk you work for: Math & Business

1. Please describe any information/skills that you learned today that you will be able to use with your clients:

Building off of what they know & using  
real world examples.

2. What was your favorite part of the in-service?

Learning about procrastinators because  
that's who I've mostly dealt with.

3. Was there anything about today's in-service that you did not find useful and/or interesting?

4. Please list some suggestions for topics for future in-services:

Time-management  
during a session.

How to know how  
far or how close  
to go.

I'm a perfectionist with a  
procrastinator  
complex. Some  
day I'm going to  
be awesome.





# In-Service Evaluation: Procrastinators to Perfectionists: Working with Different Motivation Levels

2/6/2015

Name \_\_\_\_\_ Desk you work for: Matw

1. Please describe any information/skills that you learned today that you will be able to use with your clients:

How closely related procrastinators vs perfectionists are - I learned more about how they think.

2. What was your favorite part of the in-service?

Stories!

and how they think about it. I learned that procrastinators are not perfect.

3. Was there anything about today's in-service that you did not find useful and/or interesting?

No, I found it all interesting.

4. Please list some suggestions for topics for future in-services:

Learning styles

I'm a perfectionist with a procrastinator complex. Some day I'm going to be awesome.



# In-Service Evaluation: Procrastinators to Perfectionists: Working with Different Motivation Levels

2/6/2015

Name \_\_\_\_\_

Desk you work for: Success Strategies

1. Please describe any information/skills that you learned today that you will be able to use with your clients:

I never really realized how procrastination and perfectionism overlap in many cases. Focusing on your client's strengths will help them feel more confident as well as sharing personal stories so they know they are not alone.

2. What was your favorite part of the in-service?

I really liked talking about the personal experiences with clients who are perfectionists or procrastinators. Case studies were helpful.

3. Was there anything about today's in-service that you did not find useful and/or interesting?

I found everything about this in-service useful & interesting. I, myself find myself being a perfectionist many times.

4. Please list some suggestions for topics for future in-services:

An in-service focusing on study strategies. I often times feel like I repeat myself.

I'm a perfectionist with a procrastinator complex. Some day I'm going to be awesome.



somercards  
user card

# In-Service Evaluation: Procrastinators to Perfectionists: Working with Different Motivation Levels

2/6/2015

Name \_\_\_\_\_

Desk you work for: Success Strategies

1. Please describe any information/skills that you learned today that you will be able to use with your clients:

- Practice exams may help clients feel more confident.  
- ~~Relating~~ Relating our stories to the client so they'll feel comfortable.

2. What was your favorite part of the in-service?

- The case studies really helped us create practical ideas for future clients

3. Was there anything about today's in-service that you did not find useful and/or interesting?

- No, this service was wonderful! 😊

4. Please list some suggestions for topics for future in-services:

- I've always wanted to see one on learning styles but I'm doing that on March 13th!

I'm a perfectionist with a procrastinator complex. Some day I'm going to be awesome.



## Works Cited

Brophy, Jere. "Perfectionist Children." *ERIC Digests* (n.d.): n. pag. ERIC Digests. Web. 27 Mar. 2015.

<<https://www2.aap.org/sections/dbpeds/pdf/Perfectionistic%20Children.pdf>>.

(Adapted from Brophy, Jere (1996). *Teaching Problem Students*. New York, Guilford.

"Helping Your Child Overcome Perfectionism." *Anxiety BC*. Anxiety Disorders Association of British Columbia, n.d. Web. 4 Feb. 2015.

<<http://www.anxietybc.com/sites/default/files/OvercomingPerfectionism.pdf>>.

Keeva, Steven. "Problematic Perfectionism." *ABA Journal* 92.4 (2006): 80. *Academic Search Premier*. Web. 4 Feb. 2015.

<<http://web.a.ebscohost.com/ehost/detail/detail?sid=156ba868-3bbd-4492-bb64-1e5fab516bdb%40sessionmgr4004&vid=0&hid=4214&bdata=jnNpdGU9ZWhvc3QtbGl2ZSZzY29wZT1zaXRl#db=aph&AN=20443215>>.

Pacht, Asher. "Reflections on Perfection." *American Psychologist* 39.4 (1984): 386-90. *EBSCO Host*. Web. 4 Feb. 2015.

<<http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=b24164af-459d-487c-86ec-8b1f1fe50289%40sessionmgr4001&vid=1&hid=4214>>.

Stoeber, Joachim, and Kathleen Otto. "Positive Conceptions of Perfectionism: Approaches, Evidence, Challenges." *Personality and Social Psychology Review* 10.4 (2006): 295-319. *Academic Search Premier*. Web. 4 Feb. 2015.

<<http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=d6722334-b7c7-4b2f-996e-52e1905847e4%40sessionmgr112&vid=1&hid=123>>.